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Minutes

Council on Graduate Studies

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4-16-2002

April 16, 2002

Council on Graduate Studies

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## MINUTES OF THE COUNCIL ON GRADUATE STUDIES

April 16, 2002

<http://www.eiu.edu/~eiucgs/index.cgs.htm>

The Council on Graduate Studies met at 2:00 p.m. on Tuesday, April 16, 2002, in the Arcola/Tuscola room.

Members present: Dean Augustine, Mr. Goldacker, Dr. Havey, Dr. Hoberman, Dr. Key, Dr. Leitschuh, Ms. Meiners, Dr. Noll, and Dr. Reven.

Members absent: Dr. Costa and Dr. Liu.

Staff present: Dr. Herrington-Perry and Mrs. Chancellor, Academic Affairs.

Guest present: Dr. W. Chandler.

### I. Minutes.

The minutes of March 19, 2002 and April 2, 2002 were approved as published.

### II. Communications.

1. Curriculum Committee Minutes from the College of Education and Professional Studies (3-25-02) and the College of Sciences (3-1-02, 3-22-02).
2. Request from Dean Hohengarten for a CGS appointee to the Enrollment Management Advisory Committee.
3. Request from the College of Sciences for executive action regarding BIO 5370 and 5372.
4. Request from the College of Education and Professional Studies for executive action regarding MLE 4781, 4782, and 4783.
5. Request from the College of Education and Professional Studies for executive action regarding SPE 4765, 4800, 4820, 4900, 4901, 4920, 4925, 4950, 4960, 4961, and 4970.

The Council decided to change the order of the Agenda to accommodate the guests.

### III. Agenda Items Acted Upon.

- 02-07, Interim Format for Approving Currently Existing Technology-Delivered Courses or Sections. Dr. Herrington-Perry presented the proposal and answered questions of the Council. The motion passed unanimously.

This action approves the following to become effective Fall 2002.

See attachment A

Dr. Key asked the Council if there were any objections to suspending the rules and adding and acting on agenda items 02-14 at this meeting. The motion to suspend the rules passed unanimously.

- 02-14, Revision to Certificate Program Policies  
Dean Augustine presented the proposal and answered questions of the Council. The motion passed with a vote as follows:

YES: Dr. Havey, Dr. Key, Dr. Leitschuh, Ms. Meiners, Dr. Noll, and Dr. Reven.

ABSTAIN: Dr. Hoberman

This action approves the following to become effective Spring 2003.

Current Text	Proposed Text
Minimum Semester Hours Requirements  A minimum of 12 semester hours of study is required for all certificate programs. Certificate programs often establish minimum requirements of study above the minimum semester hour limits set by the Graduate School. Candidates are advised to consult program advisors for minimum program requirements. The 12-semester hour minimum requirement for a certificate may not be waived or appealed.	Minimum Semester Hours Requirements  A minimum of <b>18</b> semester hours of study is required for all certificate programs. Certificate programs often establish minimum requirements of study above the minimum semester hour limits set by the Graduate School. Candidates are advised to consult program advisors for minimum program requirements. The <b>18</b> -semester hour minimum requirement for a certificate may not be waived or appealed.

- 02-08, Certificate Program in Accountancy.

Mr. Goldacker entered the meeting at this point.

D. Noll presented the proposal and answered questions of the Council. The motion passed with a vote as follows:

YES: Dr. Havey, Dr. Hoberman, Dr. Key, Dr. Leitschuh, Ms. Meiners, Dr. Noll, and Dr. Reven.

ABSTAIN: Mr. Goldacker.

This action approves the following to become effective Fall 2002.

See attachment B

- 02-09, Psychology 5020, Advanced Measurement Principles, New Course.  
Dr. Havey presented the proposal and answered questions of the Council. The motion passed unanimously.

This action approves the following to become effective Fall 2002:

**PSY 5020. Advanced Measurement Principles. (3-0-3) F. Adv. Meas. Prin. This course provides a review, elaboration, and extension of the basic psychological measurement principles and procedures used in the construction and evaluation of psychological and educational tests and methods to quantify psychological constructs. Prerequisite: PSY 3601 (or equivalent) and enrollment in Psychology graduate program, or consent of the instructor.**

- 02-10, Psychology 6660, Theories and Application of Psychological Consultation, New Course. Dr. Havey presented the proposal and answered questions of the Council. The motion passed unanimously.

This action approves the following to become effective Spring 2003:

**PSY 6660. Theories and Application of Psychological Consultation. (3-0-3) S. Consultation. This course provides both theory and application of psychology to consultation in educational and mental health settings. Models of consultation with individuals and organizations are investigated. Goals, assumptions, and strategies of consultation models are emphasized. Prerequisite: Enrollment in the School Psychology Program or consent of the instructor.**

- 02-11, Revision of the Specialist in School Psychology Program.  
Dr. Havey presented the proposal and answered questions of the Council. The motion passed unanimously.

This action approves the following to become effective Fall 2002.

**Degree: Specialist in School Psychology**  
**Major: School Psychology**

**Degree Requirements:** Degree requirements include those outlined for the Specialist's Degree by the Graduate School (see "Requirements for the Specialist's Degree"). The specialist's degree in school psychology requires a minimum of 66 semester hours at the graduate level. In addition to traditional course work, the SSP degree includes 12 hours of internship, ~~seven~~ **nine** hours of practicum, and ~~at least three~~ **six** hours of thesis. The plan of study leading to state certification and the SSP degree includes the following:

- I. Educational Foundations (three graduate semester hours minimum): EDF 5510, 5500, SPE 5970, EDA 5410, ELE 5260

- II. Psychological Foundations (~~43~~ **12** graduate semester hours minimum): PSY 5170, 6300, 6500, 6550
- III. Professional School Psychology (~~nine~~ **six** semester hours): PSY 5030, 6970 (~~6 hrs.~~)
- IV. Psychological Assessment (12 graduate semester hours minimum): PSY 5005, 5015, 5110, ~~5970~~ **5020**
- V. Research and Statistics (~~42~~ **13** graduate semester hours minimum): PSY 5710, 5711, 6000
- VI. Intervention (~~nine~~ **twelve** graduate semester hours minimum): PSY 5040, 5050, 6660, 6980
- VII. Field and Clinical Experience (21 graduate semester hours minimum): PSY 5890, 6890, 6999

- 02-12, Proposed Process for Waiving the 90 Semester-Hour Policy for Undergraduate Honors Students. Dr. Augustine presented the proposal and answered questions of the Council. The motion passed unanimously.

This action approves waiver of the 90 semester-hour policy for undergraduate honors student to become effective Spring 2003.

- 02-13, Election of Officers.

Chair - Dr. Havey by acclamation

Vice Chair - Dr. Noll by acclamation

Dr. Key asked the Council if there were any objections to suspending the rules and adding and acting on agenda item 02-15 at this meeting. The motion to suspend the rules passed unanimously.

- 02-15, Presidential Assistantship Program.

Dr. Augustine presented the proposal and answered questions of the Council. The motion passed unanimously.

This action approves the following to become effective Spring 2003.

**Presidential Graduate Assistantships are a specialized set of assistantships that are designed to provide additional support for graduate departments/schools during the academic year and offer an additional opportunity to attract a top graduate candidate or candidates to the program. Presidential Graduate Assistantships are awarded in addition to the department's or school's standard yearly allocation. Presidential Assistantships are awarded on a one-year non-continuing basis. Departments/schools may reapply for the awards each year should the resources remain available.**

**Department/School Selection Process:** The highest priority for Presidential Assistantships is support for the teaching mission of the University. Departments/ schools are selected to receive Presidential Assistantships by identifying their highest priorities for use of the assistantships using the attached forms. The forms are also available on the Graduate School's web site. The request is forwarded to the college dean for consideration. The college dean prioritizes the requests and forwards these to the Graduate School for selection.

**Candidate Nomination Process:** Departments/schools selected to receive Presidential Assistantships will be notified and will nominate eligible candidates using standard forms provided by the Graduate School at the time of notification. Candidates who meet the established eligibility criteria will receive a contract for the award that outlines the priorities established by the department/school. To be eligible for a Presidential Assistantship candidates must meet all of the criteria established by the President, the Provost, and by the Council on Graduate Studies for graduate assistantships. The criteria are outlined in the Graduate Catalog and on the Graduate School Web site.

**Required Development:** In order to retain eligibility, Presidential Graduate Assistants will be required to participate in scheduled development sessions provided by the Graduate School. The assistants must also meet the standard requirements for retention outlined in the assistantship agreement and specified in the Graduate Catalog. Development sessions will provide information and guidance to insure that the assistants meet the department/school priorities. The department/school selected for

the award is required to provide the supervision necessary to insure that the Presidential Assistant meets the expectations for addressing the priority.

**Presidential Assistantship Awards:** All Presidential Assistantships include a standard stipend of up to \$700 per month for 9 months and include a graduate tuition waiver for a fall, spring, and summer term. Presidential Assistants are limited to an 18 to 19-clock hour per week workload. Departments/schools may subsidize the standard stipend with other resources in order to increase the stipend.

**Department/School:**

The highest priority for Presidential Assistantships is support for the teaching mission of the University. State the department/school priorities for use of the Presidential Assistantship. The signature below of the Coordinator of Graduate Study and Department Chair serve as indicators that they support the application and stated priorities.

IV. Items to be Added to the Agenda:

Dr. Noll moved and Dr. Reven seconded the motion to add the following items to the agenda.

02-16, PLS 5043, Advanced Measurement Principles, New Course.

02-17, Revision of the M.A. in Political Science.

V. Executive Officer's Report:

Dr. Augustine thanked Drs. Key, Havey, and Herrington-Perry for their work on the Council this past year.

Dr. Augustine announced the following appointments for the 2002-2003 academic year:

Dr. Hubbard will serve on the Council of Graduate Studies as the Deans Appointment and will serve on the Enrollment Management Committee and the Faculty Advisory Student Council.

Mr. Goldacker will serve on the Graduate Student Advisory Committee

**Pending Executive Actions:**

BIO 5370 – Change course credits from “(2-3-3)” to “(3-0-3)”. Effective Fall 2002

BIO 5372 – Change course credits from “(2-2-3)” to “(2-3-3)”. Effective Fall 2002

MLE 4781 Topics in Junior High/Middle School Education ~~(4-0-4)~~ **(ARR-ARR-1-3)** On demand. Current research and practices in junior high school/middle school education, (e.g. organization of school advisory programs, utilization of technology, staff development, legal/ethical concerns, curriculum issues, etc.). Prerequisites: MLE 2000 or ELE 2000; ELE 2320; MLE 3110; or permission of department chairperson. Effective Summer 2002

Delete MLE 4782 and MLE 4783. Effective Summer 2002

The following are Effective Fall 2002 (unless otherwise noted):

~~4765 SPE. Gifted and Creative Students~~ **Identification and Instructional Strategies: Individuals with Gifts and Talents.** (3-1-3) ~~Seven numbered years~~ **On Demand. IND GIFTS/TLTS.** A course in identifying gifted and creative children, studying their characteristics, their diversity of talents, and curriculum provisions. **This course prepares teachers to identify individuals with gifts and talents. Modification of the general curriculum and instructional strategies for learners with gifts and talents are addressed.** Prerequisite: **SPE 2000 and 3000 and permission of department chairperson.**

~~4800 SPE. Diagnosis and Assessment of Children Learners with Exceptionalities~~ **Exceptional Learning Needs.** (3-2-4) **ASSESSMENT ELN.** ~~Course deals with means and methods of diagnosing~~ **This course examines formal and informal assessment as used to determine achievement of individuals identified as** ~~educable mentally handicapped, learning disabled, and severely emotionally disturbed. Includes essentials of~~

~~psychoeducational testing, formal and informal instruments of assessment, cultural considerations and interpretation of results.~~ **with exceptional learning needs across severity levels. Selection, administration, scoring, and interpretation of formal and informal assessments for the purpose of identifying exceptional learning needs are also addressed. Supervised and evaluated administration and interpretation of diagnostic tests is integral to this course.** Prerequisites: SPE 3000, 3200, 3201, 4700 ~~and/or concurrent enrollment in 4700 must be taken prior to or concurrently with this course.~~ University Teacher Education requirements apply and department requirements for enrollment must be met.

4820 SPE. ~~Assessment in Early Childhood Special Education of Young Children (Birth to 8) With Exceptional Learning Needs. (3-1-3) F, S. ASSESS 0-8 ELN.~~ The nature and characteristics of young children with handicaps and those who are at risk for handicapping conditions and the study of identification and assessment techniques for early interventionists will be examined. **This course addresses both formal and informal assessment of young children at risk and with exceptional learning needs across severity levels, excluding vision and hearing. Screening, observation strategies, the link between assessment and instruction, and writing formative and summative reports are also addressed. Practica provides observation of preschool screening and administration of norm referenced/criterion referenced assessments.** Prerequisites: SPE ~~3220~~ **3000** and ~~3225~~ **3200** or permission of the department chairperson. Corequisite: SPE 4720 or permission of the department chairperson. ~~University Teacher Education requirements apply and department requirements for enrollment must be met.~~

4900 SPE. Instructional Strategies for Individuals Labeled Mildly ~~with~~ **Exceptional Learning Needs. (5-0-5) (6-0-6) F, S. INST STATG ELN** Introduction to methods and techniques of teaching students with mild handicapping conditions (L.D., E.M.H., B.D.). Curriculum implementation, behavioral strategies, and classroom organization and procedures will be discussed. **General and specialized instructional strategies used with individuals with exceptional learning needs across severity levels, excluding vision and hearing, are presented. Effectively designing, implementing, and evaluating instruction/instructional plans tailored to the exceptional learning needs of the learner across a range of severity levels and instructional environments are addressed.** Concurrent enrollment in SPE 4901 (practicum component) required. Prerequisites: SPE ~~3204~~ and 4800. University Teacher Education requirements apply and department requirements for enrollment must be met. (Effective Spring 2003)

4901 SPE. Practicum with Individuals Labeled Mildly ~~with~~ **Exceptional Learning Needs. (0-6-3) (0-8-4) F, S. PRACTICUM ELN** Implementation of strategies learned in SPE 4900 (L.D., E.M.H., B.D.). Provision of explicit instruction to students with exceptional learning needs in a supervised and evaluated practica; including the designing, implementing, and evaluating of individualized instruction/instructional plans. **Specialized instructional strategies which support the learner in the general and expanded curricula are practiced in school settings. Concurrent enrollment in SPE 4900 required.** Prerequisites: ~~Concurrent enrollment in SPE 4900~~ **4800**. University Teacher Education requirements apply and department requirements for enrollment must be met. (Effective Spring 2003)

4920 SPE. ~~Educating the Instructional Strategies: Young Children (Birth through 8) at Risk and with Handicaps~~ **Exceptional Learning Needs. (3-4-3) F, S. INST STG 0-8 ELN.** This course introduces and provides practice in methods and techniques for planning, implementing, and evaluating effective intervention ~~with for~~ young children with handicapping conditions ~~or who are and~~ at-risk for handicaps, **exceptional learning needs** and their families. **A sixty-hour teaching practicum is required.** Prerequisites: SPE 4720 and 4820. University Teacher Education requirements apply and department requirements for enrollment must be met.

4925 SPE. ~~The Role of the Educator as a Facilitator of Language in~~ **Communication Skills of Children (Birth to Five 8) Identified as At Risk and with Exceptional Learning Needs. (3-0-3) F, S. COMM SKS 0-8.** Development of assessment and of intervention strategies to facilitate communication skills of ~~This course addresses strategies for assessment and instruction of verbal/nonverbal skills of young children identified as exceptional or at-risk for handicaps. This course is designed for special education personnel, but not designed to prepare speech-language pathologists.~~ **ages birth to eight at risk and with exceptional learning needs across levels of severity, excluding visual impairment. Additional areas of emphasis include: cultural and linguistic diversity, assistive communication devices, and collaboration with families and Speech Language Pathologists.** Undergraduate Prerequisites: SPE **3000, 3220, SPE-3225 and CDS 2200**, and/or permission of the department chairperson.

~~4950 SPE. Methods of Teaching Children with Instructional Strategies: Learning Disabilities. (3-1-3) Su. INST STATG LD. This course deals with the various methods and techniques of remediation of children with learning disabilities. Prescription writing, procedures of teaching, curriculum needs, and classroom management of such children will be studied.~~ **addresses instructional strategies and classroom management strategies appropriate to teaching individuals with learning disabilities; including the designing, implementing, and evaluating of individualized instruction/instructional plans.** Prerequisites: Students must have completed 26 semester hours in SPE (including SPE 3000, 3200, 3250, and 4800) and must have permission of the department chairperson to enroll.

~~4960 SPE. Methods of Teaching Children with Instructional Strategies: Mental Handicaps Retardation/Developmental Delays. (3-1-3) Su. INST STATG MRDD. Class and curriculum organization and introduction to methods and techniques of This course addresses instructional strategies and classroom management strategies appropriate to teaching individuals labeled as educable mentally handicapped with mental retardation and/or developmental delays; including the designing, implementing, and evaluating of individualized instruction/instructional plans.~~ Prerequisites: Students must have completed 26 semester hours in SPE (including SPE 3000, 3200, 3260 and 4800) and must have permission of department chairperson to enroll.  
SPE 4961 delete from the curriculum.

~~4970 SPE. Methods of Teaching Children with Instructional Strategies: Seriously Emotionally Disturbed/Behavior Disorders. (3-1-3) Su. IST STATG BD/SED. Remedial methods of This course addresses instructional strategies and classroom management strategies appropriate to teaching individuals who are socially and emotionally maladjusted with serious emotional disturbances/behavior disorders; including the designing, implementing, and evaluating of individualized instruction/instructional plans.~~ Prerequisites: Students must have completed 26 semester hours in SPE (including SPE 3000, 3200, 3270 and 4800) and must have permission of department chairperson to enroll.

**Agenda:**

02-16, PLS 5043, International Political Economy, New Course.  
02-17, Revision of the M.A. in Political Science.

The meeting adjourned at 3:35 p.m.

Kathy Chancellor, Recorder.

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**ANNOUNCEMENT OF NEXT MEETING**  
**Tuesday, September 3 at 2 p.m.**  
Arcola/Tuscola Room

## **Attachment A**

### **Interim Format for Approving Currently Existing Technology-Delivered Courses or Sections.**

During Spring Semester 2001, a university-wide task force met to develop recommendations concerning technology-delivered courses. As a result, a subcommittee of CAA and CGS was established and charged with addressing the curriculum approval aspects of these courses.

The following questions address issues of curricular concern about technology-delivered courses. The purpose of these questions is to ensure that the technology-delivered format does not negatively affect the integrity of the course or sufficiently alter the course to the extent that the technology-delivered course becomes a separate, different course. Please answer each of the following questions as it pertains to your course or section(s) of a course and return your responses to CAA (1000-4999 courses) and CGS (4750-4999 courses) no later than the beginning of Fall Semester 2002.

1. Describe how you have assured that the learning objectives are appropriate to the rigor and breadth of the course.
2. Describe how do you plan to use technology to support course content and help students attain the desired learning outcomes.
3. Describe how the technology used to mediate the course supports the stated learning objectives.
4. Describe how student progress will be evaluated, especially as it relates to attainment of learning objectives.
5. Describe provisions for instructor-student and student-student interaction in course design and the course syllabus. Describe the kinds of technologies used to support interaction (e.g., e-mail, web-based discussions, computer conferences, etc.) and how appropriate interaction is assured.
6. Describe how you will use technology to deliver and assess student's assignments.
7. Describe how you will assure the integrity of student work.



**1. Purpose of the Program**

This graduate certificate program is designed for graduate students and professionals who want to further develop their professional skills and extend their knowledge of specific accounting issues.

**2. Eligibility and Admission Requirements**

This certificate program is available to undergraduate seniors, prospective MBA candidates, and working professionals. To be eligible for admission, applicants must meet the requirements established by the Graduate School which include verification of completion of a baccalaureate degree from an accredited institution approved by Eastern Illinois University and documentation of a minimum undergraduate cumulative grade point average of 2.75 on a 4.0 scale or a 2.75 GPA on the last 60 hours of graded academic course work and submit an Application for Admission to the Graduate School. Applicants must also submit an Application for Admission to the Certificate Program through the Office of Graduate Business Studies.

EIU seniors may enroll for courses under the "Reserve Graduate Credit" option; but will be required to meet the standard admission requirements to be admitted to the certificate program after completion of the baccalaureate degree. Meeting the requirement to take courses under the reserve graduate credit option does not guarantee admission to the certificate program or the MBA program.

**3. Course/Curriculum Requirements**

The School of Business Certificate in Accountancy requires 18 semester hours of elective courses in Accountancy. The requirements are as follows:

Elective courses to choose from to total 18 semester hours:

ACC 4750 -- Governmental and not-for-Profit Accounting	3 s.h.
ACC 4800 -- Federal Income Taxation II	3 s.h.
ACC 5100 -- Special Topics in Accounting	3 s.h.
ACC 5200 -- Financial Accounting Standard	3 s.h.
ACC 5300 -- Strategic Cost Management	3 s.h.
ACC 5600 -- Advanced Auditing	3 s.h.
ACC 5700 -- Seminar in Challenges in Accounting	3 s.h.
ACC 5800 -- Employee Benefit Plans	3 s.h.

**4. Courses Applicable Toward a Specific Concurrent or Future Degree Program**

Upon approval from the graduate coordinator, all graduate course credits completed for the certificate program may be applied to a Master's of Business Administration degree at Eastern Illinois University as electives or to fulfill requirements for the concentration in accountancy. All courses applied to the certificate or degree program must be completed within the six-year time limit. All other regulations established by the Graduate School pertaining to degree study will be applicable to the courses for concurrent or future degree program.

**5. Certificate Study Plan**

A Certificate Study Plan shall be developed in consultation with the Graduate Business Studies Coordinator; the final Plan must be approved by the Coordinator any time prior to the 10<sup>th</sup> day of the term in which they plan to complete all of the requirements for the certificate.

**Rationale:****6. Program Rationale and Justification**

Currently, a concentration in accountancy is offered as an option in the MBA program. However, many accounting professionals already have an MBA degree (without the Accountancy concentration) or do not wish to complete the requirements for an MBA degree. These professionals are seeking Continuing Professional Education (CPE) credit, which is regulated by the State of Illinois Department of Professional Regulation. The School of Business, specifically the MBA Program, is a registered sponsor of CPE credit through this regulatory board. These accountancy courses are also available for practitioners in preparation for taking the CPA Exam. This proposed certificate program would help professionals meet their professional education requirements while enabling EIU's Graduate Business Studies program to meet the needs of accounting professionals in Illinois.

7. Impact on Existing Programs

Expanding the opportunities for academic and professional recognition will increase the likelihood that professionals in the accountancy field will participate in the certificate program, which will ultimately positively impact the existing concentration in accountancy. Since the courses are already being offered and faculty resources are in place, no additional resources are needed for the delivery of the program.

While other universities in Illinois offer Master's degrees in Business and in Accountancy, no other school offers a certificate program in accountancy (Northern IL, Western IL, University of IL, IL State, Millikin University).

8. Existing Courses that Apply to the Certificate

All courses in the certificate program are listed in the catalog and are part of the MBA with a Concentration in Accountancy program. These courses are offered in the evening to encourage enrollment of professionals currently working in the accountancy field.

9. Number of Students Expected to Enroll Each Year

Based on the numbers of students who expressed an interest in taking courses for CPE credit and taking advanced accountancy courses without pursuing a Master's degree, approximately 5-8 students each year will enroll in the certificate program. We will market the certificate program on our web site ([www.eiu.edu/~mba](http://www.eiu.edu/~mba)) where the accountancy concentration and the opportunity for CPE credit are already presented.

10. Department Contact

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